Minister's Advisory Committee on Further Education

1982-1983
ANNUAL REPORT

PRESENTED TO

Hon. Dick Johnston
MINISTER of
ALBERTA ADVANCED EDUCATION

Alberta
ADVANCED EDUCATION

Alberta
ADVANCED EDUCATION

Devonian Building, 11160 Jasper Avenue, Edmonton, Alberta, Canada T5K 0L1

MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION

August 16, 1983

Honourable Dick Johnston
Minister of Advanced Education
127 Legislature Building
Edmonton, Alberta
T5K 2B6

Dear Mr. Johnston:

Attached for your review and consideration is the 1982-1983 Annual Report for your Advisory Committee on Further Education.

As outlined in the terms of reference, your Committee held public meetings at locations throughout Alberta in an effort to facilitate public participation on issues relating to Further Education. Meetings were held in Grande Prairie, Red Deer, Wainwright, Lethbridge, Medicine Hat, Brooks, Jasper and Westlock. Copies of the written briefs presented to the Committee are included as an appendix to the report.

The report outlines the main issues raised at the public meetings. Of specific concern is the increased demand for part-time educational courses in rural areas and the need for the greater use of innovative delivery systems to meet this demand. Your Committee respectfully requests that you give our recommendations on this matter a priority consideration.

Yours sincerely,

John Tewnion, P. Eng.
Chairman
Minister's Advisory Committee
On Further Education

JT/ls

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MINISTER'S ADVISORY COMMITTEE ON FURTHER EDUCATION

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THE 1982-1983

STATEMENT AND RECOMMENDATIONS OF

THE MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

MINISTER'S ADVISORY COMMITTEE ON FURTHER EDUCATION

1982-1983 ANNUAL REPORT

The Minister's Advisory Committee On Further Education recognizes that rapid changes in our society will impact on our conception of adult education and on the ways adults can participate actively in the system.

We are pleased to see that the Minister, through Further Education Services of the Department Of Advanced Education, over the past year has been sensitive to the recommendations made by this Committee. In spite of budget restraints, it has already entered the new era by adopting policies and making changes relevant to the realities of the adult learners of the eighties.

In conjunction with acknowledging the progressive changes during 1982-1983, we would like also to make specific comments and recommendations. These are based on the Briefs received from the public and our own observations in four areas: Councils, Coordinators, Hosting Authorities and Innovative Technological Delivery Systems.

1. COUNCILS

Changes in 1983 which are of benefit include:

1. Combining the former grants of $10,000.00 for administration, $3,000.00 for travel, and $1,500.00 for advertising into a lump sum grant of $14,500.00. Each Council can now apportion between those three items in a manner considered most beneficial. This gives increased autonomy and allows for more efficient use of the grant money.

2. Increasing the advance funding so that each Hosting Authority will be advanced 80% of the lump sum grant of $14,500.00 plus 80% of the approved costs for programming. The new budgeting procedure will allow for an immediate response to final grant claims. This should effectively eliminate cashflow problems and the need for Councils to seek carryover financing.

The recent philosophy of encouraging Councils to utilize new and innovative methods to accumulate funds for use at the discretion of the Council is considered to be a major step towards increased financial independence and autonomy.

This will provide greater flexibility in programming and will increase the professional development of Further Education Councils. It is a further step in the gradual maturing and fine tuning of an effective system.

There is continued support for the philosophy that each Albertan should have an opportunity to participate in further education; each Council must make certain that no one is denied access to any course due to financial limitations. Great strides have been made toward this. Coordination and communication among the different agencies involved in further education needs to be improved. To keep the overlap of services to a minimum, while still aiming at the ultimate goal, is a challenge which must be dealt with but not overemphasized. The result cannot be a reduction of valuable programs.

On the topic of Councils funding and communication, we recommend: THE DEPARTMENT CONTINUE TO MONITOR AND STUDY THE WORKING RELATIONSHIPS AMONG FURTHER EDUCATION COUNCILS, CONSORTIA, COMMUNITY SCHOOLS, AND INSTITUTIONS. THIS WOULD ENSURE THAT BEST USE OF PUBLIC FUNDS IS BEING REALIZED IN THE PROVISION OF LEARNING OPPORTUNITIES FOR ALBERTA RESIDENTS.

2. COORDINATORS

In the past year, during the course of our meetings, the following concerns regarding Coordinators have been raised: High turnover, lack of professional development, discrepancies in salaries and professionalism.

The majority of these concerns will be met in the near future by the implementation of a Program Of Professional Development For Further Education Council Coordinators.

It is the intention of this program to develop Council Coordinators who will demonstrate the following characteristics:

1. The skills to effectively and efficiently lead and administer a Further Education Council.

2. The ability to facilitate learning as a central activity in community and family life through participatory learning activities that will develop an informed and critical citizenry.

3. The satisfaction of a lifestyle that will benefit from the development of personal potential.

We recommend THE ISSUE OF COORDINATORS' SALARIES BE LEFT TO THE DISCRETION AND JUDGEMENT OF THE INDIVIDUAL COUNCIL.

3. DESIGNATED HOSTING AUTHORITIES

In several Briefs and in discussions with presenters, the role of the "Designated Hosting Authority" was the focus of some dissatisfaction. Recognizing that it is difficult to generalize over the entire further education network, it appears that there is a trend toward less interest and participation among school boards that are acting as Designated Hosting Authorities. Coordinators are sensitive to the operational contingencies of the Designated Hosting Authority and attempt to impose as little as possible on their normal work flow. However, the trend toward disinterest and the reluctance of Coordinators to place demands on the Designated Hosting Authority results in frustrations and inefficiencies. Consequently, valuable program coordinating time is spent on "administrivia" that could be better done by support staff.

Concurrent with this trend, many Councils have indicated a willingness to accept responsibility for the conduct of their own affairs independent of a Designated Hosting Authority.

Other Councils whose involvement with Designated Hosting Authorities is minimal provide proof that some Councils have reached a level of operational sophistication that allows for effective program provision and administration without the necessity of relying on a Designated Hosting Authority.

We note that Further Education Services is aware of this situation and has moved to encourage Councils to accept greater responsibility for the conduct of their own affairs without abandoning the cooperative linkage with the Designated Hosting Authority as a program providing agency. A change that would allow registered societies under certain conditions to perform as Designated Hosting Authorities is supported by the Committee. When that option is finally exercised, the results should be carefully observed and reported throughout the Council network. Continued investigation by Further Education Services of alternative organizational structures and procedures for Councils is encouraged (e.g. societies, transfer of funds through Treasury Branches, etc.).

4. INNOVATIVE TECHNOLOGICAL DELIVERY SYSTEMS

During discussions at meetings, and in Briefs presented to the Advisory Committee in 1982-1983, representatives of Further Education Councils (FEC) and various post-secondary educational institutions raised the matter of distant delivery systems and, in particular, the system of teleconferencing. During these presentations several examples of satisfied users were described. Many problems and concerns were raised with regard to future directions in technological delivery systems.

It is beyond the scope and mandate of the Advisory Committee to deal with all of the issues raised. However, many of the issues raised are identified here in the hope that other Agencies will respond to them appropriately. The Advisory Committee On Further Education has commented on those matters within its purview.

Following are some of the issues which have been brought to the attention of the Advisory Committee.

- Special funding for development and implementation of technological delivery systems.
- Ownership of teleconferencing systems.
- Geographical mandates of institutions.
- Networking, brokerage of courses and granting of credits.
- User fees vs. institutional responsibility for delivery to rural and remote areas.
- Future of satellite-Telidon delivery systems vs. teleconferencing.
- Role of Advanced Education, ACCESS, and others in promoting and guiding the direction of technological delivery systems in Alberta.

Some of the issues identified by groups making presentations may be relatively straight forward to resolve, while others are quite complex and require detailed understanding before suitable comment can be made.

Recognizing this range of issues, it is the Committee's view that institutions should be encouraged to cooperate in technological delivery systems to a maximum extent, with the users' interests holding prime importance, as opposed to institutional jurisdiction, geographical mandates, course ownership copyrights, etc. It appears obvious that if costs of delivery increase with distance, that institutions closest to the receiving community should have the responsibility, through brokerage arrangements or other appropriate means, for the delivery of programs.

The issues of collection of fees, granting of course credits, payment of development costs, etc., are all administrative details that can be resolved once an appropriate province-wide delivery system is developed and implemented.

Suggesting which roles various Government Departments or Agencies should play in distance education and technological delivery systems is perhaps beyond the scope of this Committee.

However, it appears the Department should develop a province-wide policy on distance education and educational technology. This would facilitate the work of these institutions and other Agencies.

WE RECOMMEND:

1. FURTHER EDUCATION COUNCILS PLAY A COORDINATING ROLE IN DEVELOPING AND PROMOTING COMMUNITY USE OF EDUCATIONAL TELECONFERENCING.

2. WHERE THE NEED HAS BEEN ESTABLISHED, A ONE TIME SPECIAL GRANT BE MADE AVAILABLE TO ACQUIRE THE EQUIPMENT NECESSARY TO PROVIDE EDUCATIONAL TELECONFERENCING.

3. THE DEPARTMENT BE ENCOURAGED TO DEVELOP POLICIES NECESSARY TO ACT ON RECOMMENDATIONS AND SUGGESTIONS THAT HAVE BEEN BROUGHT FORWARD BY VARIOUS TASK FORCES, COMMITTEES AND RESEARCHERS, DEALING WITH INNOVATIVE TECHNOLOGY FOR DELIVERY SYSTEMS FOR DISTANCE EDUCATION (IE. TELECONFERENCING, TELIDON, COMPUTER ASSISTED INSTRUCTION).

4. THE DEPARTMENT OF ADVANCED EDUCATION EXAMINE WAYS AND MEANS OF REDUCING LONG DISTANCE TELEPHONE CHARGES FOR INSTITUTIONS DELIVERING TELECONFERENCING PROGRAMS TO FURTHER EDUCATION COUNCILS AND OTHER ADULT LEARNERS.

BRIEFS RECEIVED FROM

THE PUBLIC DURING

1982-1983

BIG COUNTRY EDUCATIONAL CONSORTIUM BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

OCTOBER 15TH, 1982

BIG COUNTRY EDUCATIONAL CONSORTIUM
RAILWAY AVENUE AND FIFTH STREET EAST
BOX 419, DRUMHELLER
ALBERTA T0J 0Y0

FINAL DRAFT

October 1st, 1982

Presentation: October 15th, 1982

To: The Minister's Advisory Committee on Further Education
Department of Advanced Education and Manpower

From: Al Whittall

CONSORTIA AREAS and FURTHER EDUCATION COUNCILS

Much has been said by both Further Education Council people and Consortia personnel. The divergence in opinion is at least startling and the degree of negative thinking sometimes overwhelms me. It is with these two observations in mind that I offer my opinions as Director of the Big Country Educational Consortium. This presentation is not delivered as a reflection of Consortium policy but it has been placed before our Board members and Advisory Committee members for comment prior to this delivery to your committee.

Basically, I agree with the positive recommendations of the Committee report most recently provided to the Minister. Co-ordination between Consortia, Community Schools and Further Education Councils at a community level, will be of benefit to the areas concerned and the adult learner. It is very clear that the learner cares little about the source of administrative funding but has a vital interest in the quality of the opportunity provided. If we keep in mind that the learner is paramount for all of our considerations, then it is really important that she/he gain access to information related to all options available and in the manner that is most effective.

Another critical principle involved is that categories of learning such as credit/non-credit, continuing education, diplomas, certificates, degrees, special interest, professional development, life enrichment and others are not magical entities for the learner. They are relatively arbitrary classifications that are useful to professionals in education and administrators. These categories are basically to establish and define educational roles and functions more than they are related to developmental paths selected by learners. I have no real criticism of these definitions since they do serve a usefel purpose in education. What does really concern me is the degree of classification that occurs which forces adult learners into packages which are administratively convenient and not necessarily valuable to the individual who is in the process of developing his/her life.

The genius of the policies in Further Education, Consortia and Community Schools is that all three operations are based on the adult learners being involved in their own educational plans. Not only can they choose their learning levels in the formal aspect of courses but they can be involved in the learning achieved in the organizational aspect as well. Their ability to control large parts of their learning plans is supported strongly by all three policies and practices.

Co-ordination can mean an advancement of this opportunity for learners, or it can mean a further classification and departmentalization of opportunity. Usually, this process leads to screening people out of the opportunity rather than encouraging them to participate and even to experience a lack of success in the process. For some educators, ensuring that people learn by experience is a significant part of life-long learning.

All three policies have defined a clear role for the learner to play in the

organization of the various educational opportunities. The Further Education Councils involve voluntary planning from community agencies and community representatives; the community schools involve residents in the organization and development of priorities and use; the Consortia require community residents to define and set priorities in programs. Generally, through all three policies functioning together in a single area, the adult learner is involved in career education(credit), personal development(non-credit)and community development (community education). All involvement is based on choice and variety of opportunity. Clearly, at least philosophically, the integration of the three policies, particularly in non-urban areas, is a masterpiece.

It is, however, in the implementation that much can disintegrate. Each policy can protect its area and in so doing, attempt to keep the other policies on a low burner. Often an attempt will be made to build empires and through competition, narrow the scope of the other policies until all three become one. Perhaps, most destructive of all, the three policies can be working side-by-side totally autonomously, each trying to ignore that the other exists and drain the resources of a community while producing mediocre results. The learner is the one who suffers in all three scenarios.

Most positive of all concepts, of course, can be a co-ordinated, well-planned approach. The co-ordination of the three policies will be based in the understanding of how each of the approaches is totally different and requires unique skills and expertise to manage effectively. Co-ordination will mean that a strong community organization approach is necessary for Further Education to succeed. Community schools will require strength in community development techniques, quite different from those needed for Further Education. Consortia need a combination of these two approaches and a strong management and adminis-

trative skill in order to gain access to the wealth of resources within the educational institutions. Moreover, the tremendous amount of political skill needed will be evident when the co-ordination of these policies attempts to balance community organization needs, learner requirements and institutional interests. Complicate all of this co-ordination with the problems that all organizations have and that is to keep their own needs and problems subordinate to those of the people and organizations being served. Needless to say, co-ordination as a process is certainly the best step for the learner if it does, in fact, serve the participant by the opportunities available.

However, it appears that the difficulties inherent in such co-ordination of implementing three policies should be approached carefully and with considerable respect for the integrity of each. A planned pilot project would probably be the most effective approach provided that each organization were positive about the idea. It would serve the project well to clearly identify the philosophy and sense of purpose within each policy area and establish definitely the real differences in mission. Following that step, it would be as important to clarify the methods needed to achieve each purpose. Finally, the next level of organization would be to create the structure by which co-ordination would occur so that it would be definite as to the skills and techniques required to do the job and evaluate the results. Then comes the question of funding.

In summary, the guiding principle of such a project would be "form follows function".

* * *

cc: Mr. John Fisher, Director
Further Education

GRANDE PRAIRIE CHAMBER OF COMMERCE BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

DECEMBER 2ND, 1982

An awareness has been growing in Canada and already predominates in the United States that one of the most important roles of the Chamber of Commerce is to provide information to its members. Information that relates to business, the economy, new technology, trade and the future is needed constantly so that the average business person can make valuable decisions about their own goals.

There are two important reasons why the Chamber should provide the necessary means of imparting information to the business community.

FIRST: The strength of our business community is based on its ability to provide goods and services using the most up-to-date information and technology while aiming for the highest productive capacity and the most competitive.

SECOND: Forewarned is fore-armed! The recent recession and downturn in the oil patch caught many businesses by surprise. This did not have to be as markets and conditions were indicating a down-turn some time before the infamous National Energy Policy. While much of this kind of information is 'buried' in newspapers, magazines and periodicals, many find that they don't have the time to read it all. Pertinent information about and affecting our area needs to be addressed. This function can be a valuable service provided by the Chamber and the Economic Development Office.

RECOMMENDATION:

That the Grande Prairie Chamber of Commerce set up a Business Education Committee in co-operation with the Economic Development Office whose purpose will be to provide a means of supplying information to Chamber members and their guests on subjects of importance to the business community.

A perusal of material related to speakers bureaus, management seminars, workshops will quickly show that there is no lack of important subject-matter that would be of interest to a wide spectrum of the business community.

At the same time, Grande Prairie's economy is based on several major areas of economic activity and include resource development, processing, manufacturing, wholesale and retail, financial and government services, institutional, etc. Each fosters other enterprises and the total makes a very diverse mix. The conclusion is that subject matter and audience may vary but the need for a continual flow of information is constant. How then, should this be made available? And constant?

RECOMMENDATION:

That the Grande Prairie Chamber of Commerce Business Education Committee arrange a year long program of 'It's For You' information luncheons, seminars and workshops setting these up on a regular scheduled format, co-operating with other institutions within the community such as the library, college and the Provincial and Federal Government. Costs would be borne by the participants.

Presented By John Powers

NOVEMBER 30, 1982

THE GRANDE PRAIRIE SCHOOL DISTRICT #2357 BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

DECEMBER 2ND, 1983

Adult Education and Development Day Program For Dependent Handicapped Adults

The Grande Prairie School District proposes that the Minister for Advanced Education seriously consider the establishment of an adult education and development day program in Grande Prairie.

Background Information

Since 1975 the Grande Prairie School District has been operating a special school for dependent and multiple handicapped children. Most of these children will need to have fulltime specialized support and development programs throughout their life.

Currently 4 of the 36 students have reached adult status, (aged 21,22,21,19) and continue to receive educational and development programs through the Grande Prairie School District. The School District continues to offer programs for these adults only because no adult program for the dependent handicapped exists in Grande Prairie and because Alberta Education has continued to provide operational funds.

Recently, however, the Minister of Education, David King has indicated that the mandate for basic education ends at age 18 or 19 and that Advanced Education or Social Services should accept the responsibility for these students from that age.

Additionally, the Grande Prairie School District is in the process of constructing a major regional treatment and development centre for handicapped children which will serve up to 120 dependent and multiple handicapped children from ages 2 - 19 years. The Minister of Education has suggested that no students over the age of 19 will be funded for service in the new centre because the lifetime program needs of these people will eventually fill the program with adults leaving no space for children.

The reason for the development of the regional centre is to provide programs for seriously handicapped students in an easily accessible location closer to their homes. Is it fair to provide this service and access until the students become adults, and then send them out to some permanent institution in Red Deer or Wetaskiwin for the rest of their lives?

We feel that Advanced Education must respond to this critical need, possibly in conjunction with Social Services. Dependent Handicapped Adults have, in our opinion, the right to live as normal a life as possible and as close to their home community and relatives as possible.

Presented By Jerry Mazer

GROUP OF VOLUNTEER COORDINATORS

(FROM CENTRAL ALBERTA) BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

DECEMBER 3RD, 1983

The reason for the development of the regional centre is to provide programs for seriously handicapped students in an easily accessible location closer to their homes. Is it fair to provide this service and access until the students become adults, and then send them out to some permanent institution in Red Deer or Wetaskiwin for the rest of their lives?

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Presented By Jerry Mazer

GROUP OF VOLUNTEER COORDINATORS

(FROM CENTRAL ALBERTA) BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

DECEMBER 3RD, 1983

November 30, 1982

To: Minister's Advisory Committee on Further Education

As a group of volunteer coordinators, we would like to bring our frustrations to your attention, since we feel they may be typical to other Councils, and the department should be looking at the problems.

While we enjoy many aspects of our "job", we feel that the demands of the position have outgrown the volunteers.

The "volunteer" of today has to be "qualified" to do:

Programing:
- discern community needs and interests
- finding locations for courses

Instructors:
- investigating resource people
- contacting
- hiring
- negotiating
- providing transportation if needed
- paying

Information:
- incessant phone calls re courses

Accounting and Administrating:
- mileage
- forms for instructors
- FEPs forms
- setting course cost
- collecting and receipting fees
- pay instructors
- budgeting

Advertising:
- writing up courses
- posters

All of us donate 45 hours monthly.

Why should we duplicate a service that is available through community school, for which coordinators are paid? The original intention re volunteer use is being abused. When we have to re-arrange our life/schedule to accommodate Continuing Education, and the operation of the local Council is wholly dependent on our efforts, it then becomes a "job".

Volunteers could be phased out and the sponsoring agencies who have paid resources be responsible for programing, coordinating, administration, accounting, etc.

Local coordinators should only be checking and supervising as well as being paid for their efforts, time and energy. A small fee added to the cost of each class would cover any extra administrative fee required.

As volunteers, we have no input into hiring or policy making, and no status at conventions. This lack of recongnition is degrading.

The department should reconsider policy on the use of volunteers with regard to the abuse of the volunteer's time.

Carol Mungle, Carstairs
Joan Frederick, Didsbury
Debbie Brander, Midway
Barb Hill, Olds

WAINWRIGHT AND DISTRICT

FURTHER EDUCATION COUNCIL BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

FEBRUARY 3RD, 1983

Ladies and Gentlemen of the Ministers Advisory Committe on Further Education:

On behalf of the members of the Wainwright and District Further Education Council I would like to thank the Minister's Advisory Committee for providing us the opportunity to present our submission.

Firstly, I would like to express our gratitude to Alberta Advanced Education and Manpower for the continued co-operation and assistance extended to us by their administrative staff.

We look forward to a continued excellant working relationship and offer our Council's support to them. Also, our thanks to the Provincial Government for their provision of funds to assist with the day to day operation of our Council.

We as a Council are fortunate to have tremendous co-operation between the School Authorities, the Town of Wainwright, agencies represented on the Council, it's members and the leadership resources available to us.

This has lead to success of the Council and the fostering and development of Further Education throughout the M.D. of Wainwright.

The one area of concern our Council would like the committe to consider bringing before the Minister is; funding. This, as we see it, is not a lack of funding, but rather less ear-marking by the Provincial authority of funds allocated to the Further Education Councils.

In 1982 our Council was allocated a mileage grant of up to a maximum of three thousand dollars ($3,000), of which we were able to access approximately fifty percent (50%). On the other hand we were allocated an advertising grant of up to a maximum of one thousand five hundred dollars ($1,500) and we expended a total of two thousand five hundred and forty dollars($2,540) in the publication of our "You Can Booklet's".

We are fortunate in that we do not expend a large amount of funds on instructor's mileage because of the number of instructors and their proximity to the communities they serve. However, we do expend a considerable amount more than allocated to us in the promotion of our Council and it's programs. We feel Council's should be provided some flexibility in the allocation of grant funding received, providing they are legitimate expenses, so that the unexpended portion of the mileage grant could be applied to our Council's advertising expense and vice versa, depending on other Council's needs.

We would also like to see some consideration given to the implementation of an hourly grant, administered in a similar fashion as the instructors grant, to assist in paying facility rental fees incurred in the programing of Further Education courses.

Our Council is fortunate to be operating in communities where Joint-Use Agreements exist between school authorities and municipalities and as a result pay little rent for programing.

However, we are aware of several areas who are not receiving the use of school facilities at no cost.

As you can see by the preceeding brief, our concerns are limited, but they are, to us, very real problems.

We would ask that you take them into consideration when preparing your recommendations for the Minister.

February 3rd, 1983.

Respectfully submitted,
Wainwright & District Further
Education Council

Ray Poulin, Chairman
Fay Tyler, Co-ordinator

BACHELOR OF

SOCIAL WORKERS ACTION COMMITTEE (LETHBRIDGE) BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

MARCH 16TH, 1983

BRIEF PRESENTED BY: BACHELOR OF SOCIAL WORKERS ACTION COMMITTEE

OBJECTIVE

To have a fully funded Bachelor of Social Welfare program on the Lethbridge campus for September, 1983.

RATIONALE FOR SOCIAL WELFARE PROGRAMS

Previous Social Services and Community Health Minister Bob Bogle mandated that "all social workers would require a BSW degree to be employed in the department - this will include those social workers presently in the field."

The Department of Advanced Education and Manpower ranked Social Work Education as second in their priorities for education in the province.

Department of Social Services spent a great deal of money on fruitless recruitment of Social Workers from other parts of Canada that could go to educating social workers in this province.

RATIONALE FOR THE LETHBRIDGE CAMPUS PROGRAM

This is an existing program, not a new one; the issue being that funds are being drained away from it.

Calgary, Edmonton and Red Deer provide alternate college level training. Lethbridge has no such alternates. Also, should this program cease to exist, there would be no form of training available south of Calgary.

One-third of Alberta Social Services caseloads are rural; urban programs cannot provide exposure to working in that setting.

ACTION TO DATE

University of Lethbridge has delivered a letter of intent to take over the administration of an existing, fully funded Lethbridge social welfare program.

University of Calgary's long range position was to have three autonomous programs operating in the province. The existing programs are in Calgary, Edmonton and Lethbridge.

University of Calgary Board of Directors supports our pursuit of funding from the Minister of Advanced Education as they have no other resources to continue the funding of the existing Lethbridge program.

NEEDS ASSESSMENT DATA

There are presently 38 students in the program. This number reflects no new admissions to the program in the Fall of the 1982 term.

At this time, there are a projected 70 students requiring admission to the program, with more registration inquiries coming in daily.

CONCLUSION

There is a demonstrated and documented need for the continued operation of the Lethbridge campus Social Welfare program. The required funding amount is projected at $300,000.00. We need a decision from the minister prior to April 15th, 1983 for the benefit of those students registered in this program.

LETHBRIDGE COMMUNITY COLLEGE BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

MARCH 16TH, 1983

BRIEF PRESENTED BY: BILL PERSLEY ON BEHALF OF DALE HEYLAND

FUNDING FOR DAY-TIME NON-CREDIT PROGRAMMING

General Concern

The Program Coordination Policy of the Province of Alberta does not provide funds for the operation of non-credit programs that may be required within the College system. There are numerous programs that are best delivered in a non-credit format either because of the program format or the student clientele being served. Our Province has consistently encouraged innovation in program content and delivery and yet when new student needs are identified the old "we have no approved policy" explanation is given.

Specific Concerns at Lethbridge Community College:

Career Explorations for Women - a program that has been operated for 12 years on ad-hoc funding.

Family Studies - training in parenting skills that has been offered through ad hoc funding for the past five years.

Agricultural Financial Management - a financial management program for agricultural producers. It has been funded with Alberta Vocational Training Funds for the past three years. Student demand is strong.

Support Required

Modifications to the Program Coordination Policy to assure that programs with a significant community impact can receive that funding that is so drastically needed.

LETHBRIDGE COMMUNITY COLLEGE BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

MARCH 16TH, 1983

INTRODUCTION

The Lethbridge Community College is very committed to the concept of Further Education and have exhibited this committment by providing the following services to rural further education councils in our area:

1. Provided active leadership and programming for ten further education councils in Lethbridge and surrounding district. Administrative time has been provided to meet this service. (This past year we offered 300 courses in cooperation with rural further education councils).

2. Facilitated the professional development of further education coordinators and representatives by:

   a) providing workshops usually twice per year for representatives, chairman, and coordinators.

   b) providing a further education newsletter twice per year.

   c) providing transportation at a very low price for further education personnel to attend workshops & seminars throughout the province.

   d) organizing a Southern Alberta Further Education Coordinators Committee which meets twice each year at Lethbridge Community College.

RECOMMENDATIONS

With the experience we have gained in our association with further education councils over the past eight years we have seen tremendous growth. We feel the following recommendations will help to ensure that the influence further education has on the lives of Albertans will continue.

Lethbridge Community College recommends:

1. That the administrative allocation provided to Further Education Councils be given as a lump sum allocation. In other words administration, travel and advertising grants be not specifically earmarked as presently done, but Councils be allowed to use their discretion on where the funds are needed most. This grant be also provided as an advance grant to assist in the operation of the council.

2. That a lump sum course grant be provided to Councils (rather than an hourly grant) on the basis of their previous years experience. This grant would provide councils greater flexibility in their programming.

3. That funds be provided to establish Further Education Council Coordinators as professional paid staff. Salaries would be based on amount of time required i.e. 1/4 time, 1/2 time, full-time, etc.

4. That Colleges be provided lump sum grants to offer their part-time non-credit operation, rather than the hourly grant now provided:

   a) greater flexibility in programming and meeting community needs.

   b) priorities for programming can be established.

   c) audits may be done on a regular basis and save manpower hours used in filling out and processing forms for College personnel and Further Education Personnel.

5. That funds be provided for the provision of credit courses for part-time students. A new society has arisen wanting credit training to change careers and with the economic situation the way it is they would like to maintain their present jobs.

6. That funds be provided to support the current support patterns between Colleges and Further Eudcation Councils. In particular the following should take place:

   a) funds be provided to colleges for leadership and community development in rural communities.

   b) funds be made available for Colleges to provide training of Further Education Personnel.

   c) to make better use of local resources, Colleges be provided funds for training of rural instructors in program content.

7. That funds be provided for the development of alternate delivery systems that would facilitate programming in rural communities. At the present time even though delivery systems such as teleconferencing, distance education, and certain audio and visual aids are aimed at people living in sparsely populated and distant locations; these alternate delivery systems are not available to many of the residents of Alberta, that they are designed for.

8. That financial support be provided for non-credit programs that meet a specific training need but do not fall within Further Education Guidelines.

   a) training aimed at certain professionals or programs for vocational updating.

   b) full-time programs which are non-credit and don't fall under Advanced Education guidelines.

Submitted By:

Bill Persley
Chairman, Continuing Education
Lethbridge Community College

CALGARY FURTHER EDUCATION COUNCIL BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

APRIL 25TH, 1983

PRESENTATION TO
MINISTER'S ADVISORY COMMITTEE
APRIL, 1983

Purpose

The intent of this brief is twofold: to describe the potential of the urban councils to be effective agents in furthering the cause of adult learners and providing a forum for council members; to provide evidence of the Calgary Further Education Council's success over the past year and to describe the conditions needed for further growth.

During the past year the Calgary Further Education Council has attempted to reach its goals and become more effective through hiring a full-time Director of the Council. This brief will outline the conditions which led to this decision and the goals which have been met during the one year pilot project of the Director's position. Finally, it will describe the possible future achievements if the position continues with funding from Further Education Services.

History of the Council 1974 - 1982

Up until last year, the prime focus of the Council was on the approval of approximately 500 course offerings a year submitted for Further Education Services funding. As a result of this time consuming task, meetings tended to be long and ineffective leading to loss of interest by many of the membership. It also prevented members from engaging in a meaningful information sharing process. Frequently the opinion was expressed that the Council was acting only as an administrative extension of Further Education Services.

Further, an inordinately high time commitment was demanded of Executive members. Without clerical or adminstrative support, it was difficult to fully inform delegates and alternates of current issues. During this time there were few co-operative projects, nor was there much interaction with other Councils in Alberta.

PRESENTATION TO
MINISTER'S ADVISORY COMMITTEE
APRIL, 1983

Finally, a meeting was held in July 09, 1981 to discuss the raison d'etre of the Council. It was at that meeting that the Council decided, with the support of the then Director of Further Education Services, Dave Beckman, that a full-time professional should be hired as Director to help the Council achieve its aims.

Pilot Project for a Director of the Council: June 1982 - May 1983

The pilot project has increased the Council's effectiveness in a variety of areas, including better communication and information sharing, more efficient meetings and improved administration. Specifically, the following was accomplished through the Director's office:

GREATER VISIBILITY OF THE COUNCIL via central office with full-time staff, Calgary FEC Newsletter and Joint-Mailing of course catalogues (pending)

ASSISTED A REVIEW OF THE PURPOSE AND THE DIRECTION OF THE COUNCIL TO MEET THE CURRENT NEEDS OF MEMBERS AND ADULT LEARNERS: a review of goals, objectives and the by-laws of the Council

INCREASED INFORMATION EXCHANGE BETWEEN THE AGENCIES via Programmers' Meeting, Workshop, Newsletter, one-to-one communication between the Director and the delegates; the Director's impartial position as non-programmer assisted the communication process

IMPROVED ADMINISTRATIVE PROCEDURES FOR MONITORING GRANTS: the Director's office handles queries and concerns related to Course Approvals and Joint Fund

INCREASED SENSE OF BELONGING TO A COMMUNITY OF EDUCATORS as evidenced by: a renewed interest in the Council as a meaningful organization and as a nucleus for serving adult learners indicated by increased attendance at meetings

DELEGATES BETTER INFORMED ON MANY FURTHER EDUCATION ISSUES: through meetings, workshops, newsletter, regular information mail, research project and one-to-one communication

PROVIDED A FORUM FOR FURTHER EDUCATION SERVICES AND THE CALGARY DELEGATES TO SHARE COMMON CONCERNS: Workshop on Adult Education in Urban Environment

FACILITATED EFFECTIVE AND EFFICIENT GENERAL MEETINGS through pre-meeting preparations, consultations and information mail

PRESENTATION TO
MINISTER'S ADVISORY COMMITTEE
APRIL, 1983

In essence, over the past year the Council has gradually moved from operating as an arena to operating as a forum. In place of conflict, we are now moving toward concensus and identification of shared concerns.

The accomplishments achieved by the current Director can be maintained and expanded only if continued funding is received from Further Education Services. If this funding is forthcoming, a number of future plans are possible.

Future Possibilities

A full-time Director of the Council who is not affiliated with any one agency or institution would facilitate the Council in identifying learning needs of adults not yet fulfilled in Calgary and initiating ways of meeting these needs. As part of achieving this goal, the Council would like to provide easier access to information on further education programs through a computerized data base run by the Director's office and available to both the adult learner and further education programmers and policy makers. This central data base could also provide useful statistical information to adult educators in Calgary.

A third area of expansion is the possibility of increased exchange of information with educators from credit areas made more feasible through the administrative support of the Director's office. Finally, the Director's position will serve as a model for other urban councils who may wish to follow our lead.

Conclusion

The Calgary Further Education Council has been able to broaden its scope and increase its effectiveness over the past year primarily as a result of the one year Director's position. At this time it is uncertain whether the position will continue to be funded at the necessary level by Further Education Services. However, it is the opinion of the Council members that the Council's effectiveness as a forum for its members and as a body serving the adult learner will be severely curtailed without this position. It is our hope that you will convey our concerns to the Minister.

Presented By Jim Thompson

YELLOWHEAD REGION EDUCATIONAL CONSORTIUM BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

APRIL 26TH, 1983

BOARD OF DIRECTORS

Judge Michael Porter, Chairman ..... Town of Jasper

Dr. Bob Bigsby ..... ACCESS ALBERTA

Dr. Michael Andrews ..... Alberta Vocational Centre

Dr. Barbara Spronk ..... Athabasca University

Mr. Bernie Simpson ..... Forest Technology School

Miss Dorothy Rowles ..... Grande Prairie Regional College

Dr. Gerald Kelly ..... Grant MacEwan Community College

Dr. Stan Souch ..... Northern Alberta Institute of Technology

Mr. Lloyd Carswell ..... University of Alberta, Special Sessions

Mrs. Pat Jobb ..... Town of Hinton

Mr. Howie Johnston ..... Town of Edson

Mrs. Joanne Allen ..... Town of Grande Cache

Mr. Jack Cooper, Treasurer

Dr. Brent Pickard, Advanced Education

Mr. Jack Pleckaitis, Coordinator

Ms. Karen Exchange, Administrative Officer

Mrs. Marcy Green, Administrative Secretary

Mrs. Barb Jones, Secretary

YELLOWHEAD REGION EDUCATIONAL CONSORTIUM

OPERATIONAL GUIDELINES

Alberta Advanced Education has initiated a consortium program in Alberta to provide post-secondary education credit courses to Albertans in various regions of the province. The consortium concept, when combined with appropriate delivery procedures, allows for an ongoing advanced education presence in smaller communities, though not necessarily in a traditional institutional form.

The Yellowhead Region Educational Consortium is an association of eight institutions which, cooperatively, are providing a range of higher education credit programs. The Consortium is governed by a Board of Directors composed of twelve individuals representing the eight member institutions and the four communities being served.

The four communities being served by the Yellowhead Region Educational Consortium include Grande Cache, Jasper, Hinton and Edson. The educational needs of the yellowhead region are broad, as the communities have differing cultural, historic and economic bases. The Town of Jasper (population 5,000) has three main economic bases; Canadian National Railways, Tourism and Parks Canada. Grande Cache (population 5,000) bases its operation on coal, Smokey River Mines Ltd. and the newly developed British Columbia Forest Products. In Edson, (population 7,000) oil and gas, forestry and coal (Luscar-Sterco Ltd.) are major employers. The Town of Hinton, (population 9,000) has two major industries; forestry in the form of St. Regis Ltd. and coal, Cardinal River Coal Ltd. and more recently Greg River Resources Ltd.

The coal industry also appears to be active concerning new projects in the Hinton-Edson region. Major developments are being proposed by Union Oil Ltd., Manalta Coal Ltd. (McLeod River and Mercoal), Esso Resources and Denison Mines Ltd. This heavy industrial base has definite program implications for the institutions which form the Yellowhead Region Educational Consortium.

The following are a statement of objectives which will serve as guidelines for planning and programming in the Yellowhead Region.

1. The Yellowhead Region Educational Consortium will provide learning opportunities for credit education to residents of the Yellowhead area for improving their lives and/or work situations through providing knowledge and training.

2. The Yellowhead Region Educational Consortium must be responsible to community educational needs and be an integral part of the various communities it serves. The consortium should participate in improving the quality of life in the respective communities.

3. YREC accepts the goals of life-long learning and recurrent education. Pursuit of these goals may require some "non-traditional" responses in areas such as flexible admission requirements, increased opportunity for part-time enrolment, and new ways of delivering educational services.

4. YREC must aim at increasing the opportunities for education and training. YREC should respond diversely with a comprehensive range of viable programs in categories including Secretarial, Business Administration, Early Childhood Services, University Transfer, Career/Technical, Apprenticeship and Trades Training, Academic Upgrading, Fine Arts and Continuing Education.

The Yellowhead Region Educational Consortium must not only assess the needs of the population in general terms, but should seek to work closely with the major industries in identifying areas of cooperative program delivery and development.

The Coal Industry being a major focus of the Yellowhead Region, will figure strongly in the development of YREC's long range educational development plans.

In all program areas, effective methods of delivery must be explored, which would include delivery length of programs and courses, modes and places of delivery.

5. Because of geographical factors, the Yellowhead Region Educational Consortium will emphasize decentralization of programs and facilities, and the use of non-traditional delivery systems. This is not to suggest that all programming can, or will be distributed entirely throughout the region. The difficulties of moving sophisticated or heavy vocational/apprenticeship training equipment must be acknowledged.

The initial response to educational needs will occur through a core facility in Hinton capable of providing the administrative and distributive functions necessary to carry out both decentralized and conventional programming. Utilization of existing space within each community will be a consortium focus prior to leasing/building suitable space which would meet established community needs. For a full discussion of capital facility requirements and anticipated enrolment, refer to the YREC Capital Budget Projections.

6. As student's goals often change, YREC must consider carefully all aspects of transferability of credit prior to program implementation. There should be maximum opportunity to move between courses and programs. In addition, adequate student services in all communities in areas such as counselling, learning resources, student records, registration procedures and course evaluation.

COMMUNITY CONSORTIUM PROGRAM FUND

1983-84 Program Priorities

A) Continuing Programs

PROGRAM	LOCATION	DELIVERING INSTITUTION	YEAR
Clerk-Typist (FT)	Hinton, Edson	Alberta Vocational Centre	82-83 *83-84 *84-85
Clerk-Typist (Regional Delivery)	Hinton, Edson	Alberta Vocational Centre	82-83 *83-84 *84-85
Academic Upgrading (FT)	Hinton	Alberta Vocational Centre	82-83 *83-84 *84-85
Academic Upgrading (Regional Delivery)	Edson, Hinton, Grande Cache	Alberta Vocational Centre	82-83 *83-84 *84-85
Trades Upgrading/ Updating (Regional Delivery)	Hinton, Jasper, Edson, Grande Cache	Northern Alberta Institute of Technology	82-83 *83-84 *84-85
Early Childhood Development (Regional Delivery)	Hinton, Edson, Jasper	Grant MacEwan Community College	82-83 *83-84
Early Childhood Development (Regional Delivery)	Grande Cache	Grande Prairie Regional College	82-83 *83-84
General Administration (Regional Delivery)	Hinton, Jasper, Edson	Grant MacEwan Community College	82-83 *83-84 *84-85
Business Administration (Regional Delivery)	Grande Cache	Grande Prairie Regional College	82-83 *83-84 *84-85
University Degree Program (Regional Delivery)	Hinton, Edson, Jasper, Grande Cache	Athabasca University	82-83 *83-84 *84-85
Consortium Developmental Planning			82-83 *83-84

* Subject to the availability of funds in the next fiscal years.

B) Expansion of Existing Programs

PROGRAM	LOCATION	DELIVERING INSTITUTION
Academic Upgrading (FT)	Hinton	Alberta Vocational Centre
Trades Upgrading/Updating	Regional Delivery	Northern Alberta Institute of Technology

C) New Program Initiatives

PROGRAM	LOCATION	DELIVERING INSTITUTION
Academic Upgrading (FT)	Edson	Alberta Vocational Centre
Early Childhood Development (FT)	Hinton	Grant MacEwan Community College
General Administration Certificate (FT)	Hinton	Grant MacEwan Community College
Visual and Performing Arts (Regional Delivery)	Jasper/Hinton	Grande Prairie Regional College

D) Possible AVT Funding Initiatives

PROGRAM	LOCATION
Academic Upgrading (FT)	Grande Cache
Life Skills (FT)	Hinton

E) Self Funded Initiatives

PROGRAM	LOCATION	DELIVERING INSTITUTION
Post R.N. - Nursing Degree Program - September 1984 (under consideration)	Hinton	University of Alberta, Athabasca University
Knowledge Network	Hinton	CATV
Pre Employment Carpentry	Regional	Northern Alberta Institute of Technology

F) Innovative Project Funding

PROGRAM	LOCATION	DELIVERING INSTITUTION
Micro/Plato	Hinton, Edson	Alberta Vocational Centre
Library Technician Program	Hinton, Edson	Grant MacEwan Community College

1983-84

COMMUNITY CONSORTIUM EDUCATIONAL ACTIVITIES
PROGRAM PLAN

Please list all educational initiatives planned by the Consortium, indicating by their placement on this table, the proposed funding source.

Credit Programs (CCPF)	Development Planning	Ad Hoc Technical Vocational (AVT)	Service Activities (Further Education)	Nursing Refresher (Health Programs)
CONTINUING PROGRAMS				
1. Clerk-Typist (FT)	1. Micro/Plato	1. Life Skills Training	1. Knowledge Network (CATV) - Channel 4	1. Post R.N. Program
2. Clerk-Typist (Regional)	2. Library Technician Program	2. Academic Upgrading (FT) Edson, Grande		2. Nursing Refresher
3. Academic Upgrading (FT)				
4. Academic Upgrading (Regional)				
5. Trades Upgrading/ Updating (Regional)				
6. Early Childhood (Regional)				
7. General Admin. (Regional)				
8. Business Admin. (Regional)				
9. University Degree Program				
10. Consortium Developmental Planning				
EXPANSION OF EXISTING PROGRAMS				
1. Academic Upgrading (FT)				
2. Trades Upgrading/ Updating				

1983-84

COMMUNITY CONSORTIUM EDUCATIONAL ACTIVITIES
PROGRAM PLAN

Please list all educational initiatives planned by the Consortium, indicating by their placement on this table, the proposed funding source.

Credit Programs (CCPF)	Development Planning	Ad Hoc Technical Vocational (AVT)	Service Activities (Further Education)	Nursing Refreshe (Health Programs
1. Academic Upgrading (FT)				
2. Early Childhood (FT)				
3. General Admin. (FT)				
4. Visual & Performing Arts				
5. Pre-Employment Carpentry - NAIT funded				

PROJECTED YREC STUDENT PROGRAM ENROLMENT 1983-84

		1982/83	1983/84	
1.	Clerk-Typist - Fulltime - Hinton, Edson; AVC	40 students	40 students	Fulltime
	Regional Delivery - 8 courses/year; AVC	91 students	96 students	
2.	Academic Upgrading - Fulltime - Hinton; AVC	18 students	28 students	Fulltime
	- Edson; AVC		20 students	Fulltime
	Regional Delivery - 16 courses/year; AVC	82 students	160 students	
3.	Trade			
3.	Trades Upgrading/Updating - Regional Delivery - 12 courses/ year; NAIT	69 students	120 students	
4.	Early Childhood Development - Fulltime - Hinton; GMCC		20 students	Fulltime
	Regional Delivery - 16 courses/year; GMCC	20 students	36 students	
	Regional Delivery - 3 courses/year; GPRC	10 students	12 students	
5.	General Administration Certificate - Fulltime - Hinton; GMCC		20 students	Fulltime
	Regional Delivery - 10 courses/year;GMCC	25 students	24 students	
	Regional Delivery - 4 courses/year; GPRC	10 students	12 students	
6.	Athabasca University - Undergraduate degree credit		5 students	
7.	Visual and Performing Arts - Regional Delivery; GPRC	15 students	15 students	
	TOTAL	380 students	608 students	

YELLOWHEAD REGION EDUCATIONAL CONSORTIUM

FACILITY SUMMARY - 1983-84

HINTON	- seven classrooms to accommodate fulltime day programs - Learning Resource Centre (regional capability) - administrative office
EDSON	- three classrooms to accommodate fulltime day programs - secretarial office
GRANDE CACHE	- secretarial office
JASPER	- no dedicated YREC leasehold space

In all communities, existing classrooms are utilized to capacity prior to YREC leasing space for credit programs.

The attached pages, entitled 'Student Services' were part of an information package which was sent to prospective students. The following may be of concern to our future students.

(1) Student Financial Assistance

Students will have access to counsellors and information in this area through Y.R.E.C. - Career Centre - Canada Manpower. Staff at all three centres will endeavor to continue working together to co-ordinate these functions. Y.R.E.C. does not have a student Financial Assistance office or counsellor specifically for this purpose as do most institutions. At this point it may not be necessary.

(2) Recreational Activities

As explained in the package, Y.R.E.C. will not have facilities or staff to meet these needs. Students will be encouraged to join in with existing programs and activities in the Town of Hinton.

Concerns to deal with:

- Student rates and appropriate timing for use of facilities and programs.
- Student involvement with Forest Technology School will be encouraged. It is understood that the Forestry Students organize activities themselves through their Student Organization. Y.R.E.C. students will be encouraged to do the same.

(3) Counselling Services

Y.R.E.C. will have one staff member who is responsible for student counselling, plus Program Heads and instructors will also provide guidance to their students. Other existing agencies are as listed in the letter.

Concerns - information on Hire-a-student program. They have an office at the Town Hall.
- CEIC worker travels from Edson to Hinton once per week.

(4) Student Housing

Cost of living is high in Hinton. Y.R.E.C. will advertize in the local papers for Room and Board living situations for students. Bulletin boards will post accommodation notices. It is quite likely that as Y.R.E.C. grows and student numbers increase, student housing facilities will become an issue.

(5) Student Government

Any advice that this council can provide to students in the formation of student government would no doubt be welcome. The initial steps for formation of a Student Organization are unclear to Y.R.E.C. staff. However we will be prepared to provide assistance to students in the early stages.

STUDENT SERVICES

For 1983, the Y.R.E.C. facilities will meet students' educational needs, with classrooms, Learning Resource Centre (L.R.C.), bookstore, student lounge and study areas and student counselling sessions. However, many of the other aspects of student life, extra curricular activities such as sports and interest clubs will not be available at the Yellowhead Consortium itself. The Community of Hinton does have a variety of recreational facilities and programs that may be of interest to students.

(1) Recreational Services

Hinton Recreation Complex:
- Swimming Pools
- Raquetball and Squash Courts
- Exercise and Weight Room
- Skating and Hockey Rinks
- Sauna and Whirlpool

All facilities are open for recreational use, instructional sessions and organized competition and events. Call 865-4412.

Further Education Council: Hosts and sponsors a number of activies including Arts & Crafts, Conversational French and German, Aerobic Dance and Fitness Classes, Pottery Club, Art Club, Sewing and Knitting classes, etc. Contact Maxine Beasley, Further Education Co-ordinator 865-4412.

Organized Sports and Clubs: Hockey Leagues, Badminton Club, Swim Clubs, Hinton Curling Club, Hinton Golf Club, Hinton Nordic Skiers (X-C ski lessons, competitive program and touring), Hinton Road Turtles (running club), Bowling League, Raquetball and Squash Tournaments.

(2) Counselling Services

Y.R.E.C. will provide Student Counselling Services and advise on Career planning and Student Financial Assistance. Contact Karen Exchange 865-7666.

Other services in town include:

Canada Manpower - Counsellor comes to Hinton on Wednesdays and Thursdays. Office located in the Hill Shopping Centre.

Alberta Career Centre - Offices in Hinton near the Hill Shopping Centre. Hours are 8:30 - 4:30 p.m. Call 865-3361.

Alberta Social Services and Community Health - Mental Health Services - Offices located in the Valley at 131 Market Place Shopping Centre. Hours are 8:30 - 4:30 p.m. Call 865-3361.

CONTINUATION OF STUDENT SERVICES

(3) Child Care Services

Three Bears Day Care: Located in the Hinton Recreation Complex. Hours of operation - 7:30 a.m. to 6:30 p.m. Contact Sharon Laton 865-3068 for further information.

Hinton Family and Community Support Services: Offers a Babysitting Registry - Contact Faye Wheeler or Aline Foss 865-2217.

Presented By Jack Pleckaitis

FAIRVIEW COLLEGE BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

APRIL 26TH, 1983

BRIEF TO MINISTER'S ADVISORY COMMITTEE ON FURTHER EDUCATION SERVICES

INTRODUCTION:

Fairview College is pleased to be able to present this brief to the Minister's Advisory Committee on Further Education Services on behalf of Fairview College. Fairview College is the Designated Hosting Authority for the Northwest Peace Continuing Education Council, the Peace River Council, the Manning and District Council, the Grimshaw-Berwyn Council and the Fox Creek Council. We provide leadership and administrative support for three of these Councils through the North Peace Consortium. We provide leadership and administrative support to the Fox Creek Council through the Town of Fox Creek. Fairview College/Mackenzie North is also a local hosting authority and active programming institution on the Chinchaga Further Education Council at High Level and the Northeast Further Education Council at Fort Vermilion and La Crete.

Fairview College is strongly committed to direct community involvement in lifelong learning. We provide funding for program administrators to coordinate non-credit and short credit programs in Fairview, Peace River, and the Mackenzie North.

We would like to commend the Minister for his strong support of non-credit programming in Alberta. We believe it is one of the best educational policies in all of Canada. The policy provides maximum flexibility for local input and administration, and avoids many of the complications and justifications required by the majority of government sponsored programs. On a cost per student and a cost per hour basis, this is one of the most efficient educational programs in Alberta. For example, in 1982, the Northwest Peace Continuing Education Council offered 115 courses involving 1,990 program hours to 1,127 participants for a total programming cost of $27,040 (including advertising and travel) and an administrative grant of $10,000. The "seed" funding provided by the Further Education Policy is an excellent incentive to encourage maximum community participation and volunteerism.

BRIEF TO MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION SERVICES

There are two recommendations we would like to make to the Advisory Committee.

1. That the Further Education Council be allowed to accumulate a surplus of up to $20,000 to provide much needed cash flow.

   At present, Further Education Services does not allow the Council to accumulate surplus funds, but expects the Designated Hosting Authority to write off any programming losses.

2. That Further Education provide the funding grants "in advance," not five to ten months after the expenditures have occurred. Any surplus from a preceding year would be deducted from the new year's grant.

   The result of late grant payments is that:

   (a) the instructors are not paid their grant and travel funds (i.e. $8/hour or $16/hour) for as long as twelve months after the course is offered; or

   (b) the Designated Hosting Authority provides interest-free loans to the Council and pays carrying charges of up to $5,000 per year depending on the amount and length of the loan.

BRIEF TO MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION SERVICES

DISCUSSION:

The Council programming year ends on December 31. The highest programming period is January 1 to March 31. The Alberta Government's fiscal year is March 31. On December 31, the Council has owing to it, 50% of the Programming Grant and all Advertising and Travel grants that have not been received to December 31. For the Northwest Peace Continuing Education Council this amounts to about $12,000. These funds are usually received by March 31 - three months late. In the months of January to March, we offer 50% to 65% of our programs for the new year. During this period, the Council has not received:

1. its final payment of about $12,000 for the previous year.

2. its Leadership and Administration Grant of $10,000.

3. the Programming funding advance of 50% of about $7,000.

4. the Travel ($3,000) or Advertising ($1,500) grant for the new year.

If we assume that 50% of programming costs occur from January through March, and 30% of leadership costs, the Northwest Peace Continuing Education Council is overspent by $12,250 on March 31 if the final payment has been received. If the final payment for the previous year has not been received, the Council is overspent by $24,250 as of March 31.

BRIEF TO MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION SERVICES

Another difficulty is in the fact that the Council fiscal year begins on January 1 and the Government fiscal year begins on April 1. The Designated Hosting Authority is expected to provide Leadership and Administration as of January 1, but the grants are not approved until after the Government's next fiscal year on April 1. The Government requires six weeks turnaround on cheque requests - so no funding for the current year is received until about June 1, for programming that has occurred since January 1 of the same year.

Fairview College has provided interest free loans to the Further Education Councils on a continuous basis to enable Councils to pay their instructors at the completion of the course, and their travel and advertising costs. The interest free loan is as high as $80,000 in March, but usually is paid off when all grants are received in June.

To implement Recommendation No. (2) we suggest the following to the Minister through the Advisory Committee:

1. The fiscal year be moved forward six months to July 1.

2. All programming grants, travel, advertising and leadership grants be received in advance of the program year - to avoid the Designated Hosting Authority having to "front end" these costs.

We have spoken to Further Education services about these concerns. They are attempting to provide more "up-front" funding. To be effective, the Council fiscal year must be three months after the Government fiscal year because of the long turnaround time on Departmental cheques. July 1 would be a very good fiscal year because:

BRIEF TO MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION SERVICES

1. the Department would have three months to issue cheques before the Council fiscal year starts; and

2. programming is slack in July and August, so delays in grant payments are not so critical.

3. Council programming usually operates on a September to June programming year.

CLOSING REMARKS:

In closing, I hope you will consider the above recommendations. Thank you for allowing us to present this brief. If you have any questions or concerns, please call me at any time.

Submitted by Steve Pawlak

Presented By Jean Leister On Behalf Of Steve Pawlak

EDMONTON ASSOCIATION FOR

CONTINUING EDUCATION AND RECREATION BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

APRIL 26TH, 1983

The Province of Alberta ratified its Further Education policy, guidelines and procedures, effective April 1, 1974. Since that time, a number of changes have occurred but these changes have not detracted from the initial position which states that:

> "The Department of Advanced Education and Manpower will facilitate involvement in further education by adult Albertans, and encourage systematic inter-agency communication, cooperation and coordination in further education programming".

Further Education programmers of long standing will attest to the levels of interagency communication, cooperation and coordination that didn't exist on a formalized basis prior to April 1, 1974.

Advanced educational institutions have, because of this policy and also because of the establishment of Local Further Education Councils, interacted with other agencies (public and private) in the planning of non credit adult educational experiences. Local School Boards throughout the Province have fulfilled their leadership role as sponsors (Local Hosting Authority) and in a number of instances of also establishing their own Continuing Education Departments.

The reasons why Service Agencies have been established, exemplifies the public's desire to receive services "close to home". Therefore, Service Agencies, inclusive of school districts, were encouraged to provide:

> ".... opportunities for Albertans to develop their diverse individual capabilities and to providing high quality services... through the promotion of adult participation in a coordinated program of further education activities... to fulfill the further education needs of adult Albertans."

All service agencies were thereby (through policy) assured that their Government would provide the "operational flexibility to meet diverse learner needs."

I. Historical perspective:

A. Prior to April 1, 1974

Recognized continuing education agencies inclusive of school districts and post secondary institutions, could provide adult learning experiences within their "communities of influence". These programming agencies were able to access grants if they provided the necessary information and completed the appropriate forms.

B. After April 1, 1974

a) With promulgation of the Further Education Policy, Guidelines and Procedures, the Province witnessed the emergence of Local Further Education Councils. These councils are empowered to approve non-credit further education courses that comply with policy and are sponsored by the Local Hosting Authority(ies) in good standing and are not an unnecessary replication of another course.

b) The grant schedule has been upgraded once since 1974.

c) Base Budget Allocation were implemented on or about 1979.

d) Immigration and the programming problems associated with the South East Asian refugees caused significant growth in programming requirements.

e) Programming agencies experienced a significant infusion of funds during the Canadian "Air Lift" period of assistance. These "extra" funds had a "built-in" sunset clause.

f) Programming agencies expanded their offerings and number of classes in response to pressures from clients, sponsors and funding sources.

g) Programming requests have not abated since this time. (A.D. 1980)

2. Non English Speaking Adults and the Province of Alberta

While our concerns relate to all types of adult programming, we would like to provide information and represent the best interests of the non-English speaking adult.

As we attempt to speak for Albertans who require assistance but who do not yet have the knowledge or the ability to adequately represent themselves, we do recognize and weigh the following:

A. Alberta is not responsible for Immigration and Immigration Policies.

B. Alberta is jointly responsible for the orientation and eventual integration of new arrivals.

C. Alberta, through its representatives, must maintain a practice of "controlled" growth especially during periods of restraint.

D. Alberta, because of the understanding and humanitarian outlook of its representatives, has always found the resources to assist those in greatest need, regardless of economic conditions.

We therefore, the English as a Second Language programmers, accept the responsibility of petitioning our Government for Considered assistance at a time when decisions cause other concerns.

3. The Programming Angencies and their Suggestions:

Programmers involved in providing English as a Second Language services to non-English speaking Albertans, have met to discuss their programs, their successes and their concerns. It was as a result of these discussions that the decision to approach you was made. All programmers are unanimous in their appreciation of past and current assistance and thank you and through you, your staff for their availability and their continued support.

We suggest that an analysis of existing requirements, based upon existing realities, be carried out through mechanisms which would involve those directly affected. We also suggest that interim measures be initiated during the review period in order that existing clients not be negatively affected. Finally, we suggest that the interim measures and hopefully

the final decisions will reflect existing and projected requirements.

English as a Second Language programmers are prepared to assist the review process at your convenience, but also hope that information provided the Further Education Branch will mitigate in favor of the E.S.L. programming Agencies through a commitment of interim assistance for 1983.

Presented By Louis Lamothe

Alberta College
10041 - 101 Street
Edmonton, Alberta
T5T 0S3

Associate Superintendent
Continuing Education Department
CALGARY BOARD OF EDUCATION

Continuing Education
Edmonton Public School Board
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President
CALGARY FURTHER EDUCATION COUNCIL

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Cromdale Campus
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Room 234, Corbett Hall
University of Alberta
Edmonton, Alberta
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BIG COUNTRY EDUCATIONAL CONSORTIUM BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

APRIL 26TH, 1983

823-8300
BIG COUNTRY EDUCATIONAL CONSORTIUM
RAILWAY AVENUE AND FIFTH STREET EAST
BOX 419, DRUMHELLER
ALBERTA T0J 0Y0

COMMUNITY NEEDS ASSESSMENT COUNCIL

PROPOSAL

SECOND DRAFT APRIL 7,1983

STAGE: APPROVAL IN PRINCIPLE

Presentation: Minister's Advisory Committee on Further Education

Jasper, Alberta

April 25,1983

Al Whittall, Executive Director
Big Country Educational Consortium

COMMUNITY NEEDS ASSESSMENT COUNCIL

DRUMHELLER AND DISTRICT

APRIL 7, 1983

PREAMBLE

It is proposed that a Community Needs Assessment Council be formed in Drumheller District. The proposal is now at a stage that approval in principle will be sought from the participating organizations. A presentation is being made to the Minister's Advisory Committee on Further Education primarily for support in principle and suggested approaches for funding application.

The membership group in the proposal will be approached for confirmation of their participation in principle subject to satisfactory agreement being achieved as details emerge and are resolved.

The thesis of this proposal is that ongoing, in-depth research is a function of organizational groupings in a community and not necessarily the role of any one particular agency or group. Secondly, it is perceived that needs assessment will lead of its own accord to more collaboration through voluntary inter-agency agreements. Third, the nature of the Council will help ensure that the gaps presently existing in the community will become serviced is the resources are available to do the job.

A fundamental premise of needs assessment for Drumheller is that the community does not exist in isolation. Therefore, it is not functional to limit the work of this Council to the Valley but it should encompass the rural districts of Startland and Improvement District #7 as well. Furthermore, it is perceived

that the amount of work required in needs assessment restricted to the Valley would soon become limited once an in-depth analysis has been completed.

This proposal then suggests that the project be viewed as having three terms of three years each. Each term would complete an extensive needs assessment of a market catchment area centred with Drumheller. The two other areas would involve Kneehill and Hanna District if negotiations were successful with organizations in those areas and the project was viewed positively for subsequent stages to Drumheller.

THE CONCEPT

Assessing needs in specific areas or researching project ideas is a function that is being carried on by many different goups and in many ways. The results are seldom available for general organizational use.

One function that is not being undertaken is a continuous needs assessment program within and for our community. None of us individually or collectively has a mandate or the funds to perform this systematic review of community needs.

It is proposed that a co-ordinated effort that has stable funding would provide reliable needs assessment upon which our community organizations can base our programs and services.

The overall goal of this Community Needs Assessment Council would be to ensure that our scarce service resources in Drumheller and District are well-directed toward emerging community needs.

PURPOSE

This Council would take onto itself the role of defining perceived needs to be reliably assessed by systematic research and to ensure that the conclusions drawn from such needs assessments are placed in the appropriate organizations. It is assumed that all interested parties will employ such results to serve needs to the extent their resources and policies will allow.

MEMBERSHIP

The Council would have a membership of service organizations in Drumheller and District. The prospective members would have a defined mandate to provide services to persons requiring developmental programs or services by which the recipients would enhance their life-situation or reduce threat to their lifestyles.

The immediate grouping of organizations having such a mandate would include the following:

Further Education Council
Drumheller Valley School Division
Starland School Division
Big Country Educational Consortium
Roman Catholic Separate School District
Alberta Agriculture
Mental Health
Alberta Social Services
Family and Community Social Services
Drumheller Recreation Department

The mandate of the Council is limited to conducting research, complete needs assessments and to provide the results to all member organizations.

COUNCIL ROLE AND FUNCTION

Basically, the Council shall receive grant monies and define their use through regular annual program and budget plans. Such a Council may require to be incorporated as a Society in order to legally function.

The Council will define the needs areas to be researched and direct the staff to produce the information required.

The Council will direct the information and conclusions drawn to appropriate organizations within the Council or as deemed appropriate.

The Council will hire, supervise, direct and terminate (as may be required) staff persons hired under its jurisdiction.

COUNCIL STRUCTURE

The Council will conform to the Societies Act requirements and based on the approved constitution, will undertake to secure funds to achieve the stated objectives.

The meetings of the Council will be governed under the direction of an elected chairperson and officers who shall ensure that the business of the Council is undertaken in a manner approved by the membership at annual general meetings.

Three standing committees will be struck by the Council. These committees will be empowered to produce annual plans for the Council to consider for budget allocations. Each committee will monitor any plan or part thereof

that has been approved by the Council for implementation.

1. Finance and Budget Committee
2. Drumheller Valley Priorities Committee
3. Rural District Priorities Committee

All committees report to the Council and their activities are subject to Council definition and approval.

OBJECTIVES: Specific

The Council aims to:

1. Organize a continuous capability in Drumheller to reliably assess community needs and recommend programs and services to meet those needs.
2. Conduct general needs assessments in Drumheller, Starland and ID #7 that will identify resident needs on a regularly planned basis.
3. Conduct specific analysis of needs, services or programs required and sources of funding and human resources.
4. Contract on behalf of service organizations locally to complete research in specific areas of need as requested and funded.

FUNDING ROUTE

Drumheller can be configured as the sample Albertan centre. It has the characteristics which make it a model for pilot projects. The development factors closely resemble the cross-sectional lifestyle of a typical semi-urban Albertan community relatively untouched by the resource boom. This area represents the common influences affecting Albertan rural communities.

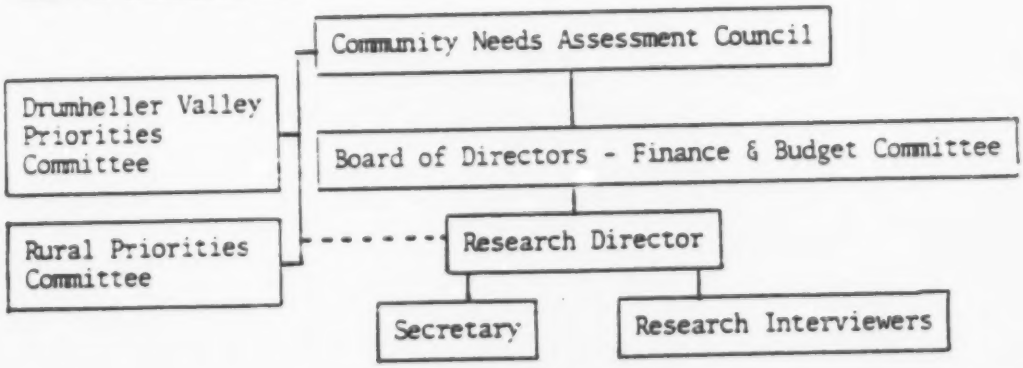
Drumheller and District represents the ideal location to locate a continuous needs assessment capacity since careful allocation of resources is a common concern for non-metropolitan centres in Alberta.

A careful demographic summary can be developed from the Palliser Regional Planning Commission reports to validate these assumptions.

Therefore, the appropriate funding source is the Department of Advanced Education since their Further Education policy provides for the self-development of adults in communities and is not limited by other political or jurisdictional boundaries.

This Council allows for the broadest use of funds which in turn can be justified within the policy of the Department of Advanced Education.

ORGANIZATIONAL CHART



SUGGESTED BUDGET: One fiscal period of a three year project.

Salaries:	Director	$ 35,000	
	Secretary	16,000	
	Benefits	5,100	
	Office	5,000	
	Equipment	1,200	
	Materials	2,000	
	Printing	5,000	
	Telephone	1,000	
	Travel	2,000	
Main Office Total		$ 72,300	
Research Assistants		$ 15,000	(part-time students)
Interviewers		25,000	(part-time students)
Income Sources:	Advanced Education	$ 72,300	
	NEED Program	25,000	
	STEP Program	15,000	
Other Sources:	Community Development Program - Canada		

BIG COUNTRY EDUCATIONAL CONSORTIUM
RAILWAY AVENUE AND FIFTH STREET EAST
BOX 419, DRUMHELLER
ALBERTA T0J 0Y0

PRESENTATION TO: Minister's Advisory Committee on Further Education
Rationale for a Proposal

FROM: Al Whittall, Executive Director

DATE: April 25,1983

COMMUNITY-BASED EDUCATION AND NEEDS ASSESSMENT

In previous presentations, there have been many comments made to your committee from this source. Most of the remarks have been directed toward supporting the concept of community-based education for adults. The basics of the ideas presented revolve around the particular policies of Further Education, Consortia and Community Schools. In the most simple terms, these policies have been seen as fundamentally compatible and complementary to the process now being defined as community-based education in a variety of circles.

While there is no question of the uniqueness and genius of these separate policies conceptually, the real problems lie with the implementation locally and the nature of governmental support and/or interference in the process of integration within the community. Herein lies the challenge of educators and community leaders alike. Ensuring that the foibles of human behaviour do not become the basis for the failure of community-based education lies in the approach to the process by which this simple process of education takes place. The process is simple because it happens in developing communities where there are no organizations and the needs are easily identified since people interact with each other in fundamental and direct ways. With the growth of organizations taking on the purpose of development of people, the educational process becomes intensely complex. This complexity is compounded

by the personal factors of people needing to be perceived as competent and capable through the status of their particular organizations. The result is often a tendency to create separate and definable "areas of influence" that become arbitrarily what can be termed " the zones of status ". These zones then begin to change organizations into self-serving systems which provide for the people within rather than the people to be served. This is often what is classically described as the fundamental failure of our educational institutions. The truth of that criticism is unrelated to the task of community-based education. It is only a symptom of a problem rather than being the problem itself.

The incredible part of the educational system in Alberta is that governmental policy has tied all parts of the advanced education and education spectrum together in a manner that in fact would allow continuous self-development from "cradle to rocking-chair". That particular achievement does not exist in North America other than in Alberta. It is however, only part of the whole scheme. Policy is one thing to put into place, although recognizably a difficult first step. The failure in education has largely been the inability or unwillingness of educators to implement community-based education as a system. Therefore, the implementation will continue to be the the most complicated part of developing this system.

There are two key actions which are going to be necessary. The first one will be the nature of the role of government in this process. Inevitably when government attempts to coordinate and integrate at a local and community level, the initiatives are doomed to failure from the outset. No legislation is powerful enough to make collaboration happen so that the parties concern replace the manner in which their needs are satisfied by the status quo situation. The single factor that makes change take place is the degree to which the actors believe that they

will be better served by the change particularly if the results will benefit others in a visibly important manner. A contributory situation that must also exist is the degree to which the perception of the activists centres on common understandings of needs and the desirability of changing the way that integration exists. The government role is key. If the choice is to provide active support to encourage the development of trust between organizations and,to support the process by which the various players perceive what needs to be done, then the government will have performed to its capacity,the most effective role it can take. If, on the other hand, the government chooses to take the role of managing the process to develop collaboration, commonly called coordination, then the chances of success are limited.

It is the perception of the people involved behind this proposal, that the role we are offering the Department of Advanced Education is the one which best supports our very difficult task - the integration of learning organizations so that they can continue to function with dignified separation of function and come together voluntarily to service needs for the development of people in our jurisdictional areas or regions. We are the actors in this process of developing community- based education. Some of us call this process community education, others call it preventative services and then, the process is often termed community development or development education. Another term being used is education for development. The common focus, however, centres on perceptions of needs. When the perceptions tend to be similar and based on common information, collaboration emerges almost automatically as organizations move to perform their functions to the best level their resources will allow. When needs are perceived differently, the resources are then closely guarded in order to service this wide variance of apparent needs. Our economy has begun to remove our freedom to protect ourselves. Sharing resources to service common needs is the mark of the future.

The Community Needs Assessment Council proposal before this committee is a statement that the integration of services will remain with us, the organizations involved. We will do what is within our resource-base to accommodate needs that the people in the area may have in their particular development patterns. Although it is recognized how difficult that task is going to be, the participants who eventually make up the Council will have agreed to work together in as much as identifying needs is concerned. Services will come as a result of agreements or individual actions of members as far as resources will allow.

The particular function requiring support from government is the capacity of this council to assess needs. This assessment can be accomplished by effective and accurate needs analysis in the areas defined in the proposal. Since the basis of the proposal rests on the thesis that common perceptions of needs will be based on common data, it is recognized that this process must be the only focus of the Council. No single organization has the capacity to complete this task nor can we do it from a sharing of resources as these are limited if not non-existant within each Council member's budget.

Our request for support then is to have the Department of Advanced Education, Program Services Division, provide the funding for the first phase of this process. The first three years will provide an effective base to assess continued development of this project in other areas. If it does prove to be successful, the model, or even the project itself could be mobilized wherever else in Alberta communities are prepared to undertake the process of integration of community-based education by their own initiative.

HINTON FURTHER EDUCATION COUNCIL BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

APRIL 26TH, 1983

MINISTERS ADVISORY COMMITTEE ON FURTHER EDUCATION

Dear Sirs:

The Hinton Further Education Council wishes to thank the Minister for the support he has provided this council in the way of funding and guidance by his staff. The recognition of the Hinton Further Education Council as a separate entity and the subsequent provision of the annual $10,000 administration grant has allowed us to employ a part-time coordinator and has greatly enhanced the probability of continuing success.

Our council strongly supports the views of other councils who have requested greater flexibility in the allocation of grant funding. In particular, we would request that the grants for administration, travel and advertising be combined as a single item. Our council would then prepare a budget for the particular needs of each fiscal year.

Some concern regarding expenditures has been expressed by staff members of Advanced Education. Our council is certainly cognizant of the need for restraint, particularly at this point in time. However, we did wish to point out that Further Education is providing Albertans with a great many educational opportunities at bargain basement prices. For example, in Hinton last year, 836 people were able to complete a further education course at a total cost to the Province of only $25,000. We believe it is safe to assume that no other delivery system can boast such effectiveness. We urge the continued support of this program.

B. F. Simpson
Chairman
Hinton Further Education Council

BFS:bb
April 22, 1983

LETTER FROM EDSON FURTHER EDUCATION COUNCIL

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

APRIL 26TH, 1983

Edson Further Education Council

P.O. Box 2646, Edson Alberta T0E 0P0

April 6, 1983

Mr. John Watters, Executive Secretary
Minister's Advisory Committee of Further Education
Alberta Advanced Education
9th Floor, Pacific Plaza
10909 Jasper Ave.
Edmonton, Alberta T5K 2B6

Dear Mr. Watters,

Unfortunately, I will be unable to attend the upcoming meetings in Jasper Tuesday, April 26, 1983.

However, on behalf of the Edson Further Education Council and our community residents, I would like to express our sincere thanks to Advanced Education for its assistance in Adult Further Education.

We as a council responsible for co-ordinating Adult Further Education sometimes suffer considerable financial difficulties in operating at various times of the year.

As you are aware, funding is by advance in the first part of the year, but it does not arrive until mid May or June. What happens to payment of courses operated from January until then? The instructors who wish to be paid cannot be.

Likewise, at the end of the year we must complete our financial stetement to you prior to paying instructors again.

I realize this allows the government control of funding but could not the process for payment be speeded up in some way.

Overall I again wish to express on behalf of our council their sincere thanks for the assistance in community development.

Sincerely yours,

Doug White

Doug White, Chairman
Edson Further Education Council

dw/tb

WESTLOCK AND DISTRICT

FURTHER EDUCATION COUNCIL BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

JUNE 2ND, 1983

WESTLOCK AND DISTRICT FURTHER EDUCATION COUNCIL

A Motion was passed on April 11th, 1983, in Westlock, Alberta by Rev. Vernon Swenson that the following Resolution be forwarded to Alberta Advanced Education and Manpower; from the Westlock and District Further Education Council.

WHEREAS, Alcohol is an addictive drug and may be harmful to health and/or social welfare, and

WHEREAS, The Province of Alberta finds it necessary through programming efforts to educate the populace concerning the possible deleterious effects of alcohol, and

WHEREAS, The sponsoring of Further Education Courses on Mixology might give the appearance of the encouragement of the use of alcohol and its possible abuses,

BE IT RESOLVED THAT The Westlock and District Further Education Council recommend to the Province that Mixology Courses be removed from the Non-Credit Classification Structure.

Seconded by Karen Hoover. Carried.

BARRHEAD AND DISTRICT

FURTHER EDUCATION COUNCIL BRIEF

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

JUNE 2ND, 1983

The Barrhead and District Further Education Council has several concerns they would like to bring to the attention of the Minister's Advisory Committee on Further Education. Having been involved in Further Education since January 1974, the Barrhead Council has watched many changes over the years in adult learning in this province. The two areas that the Council would like to discuss are educational content and funding.

I. EDUCATIONAL CONTENT

Further Education has been set up to provide non-credit opportunities for adults throughout the province, yet there are adults who would be interested in academic upgrading in courses such as Mathematics and English. Although the employment training, craft and recreation programs are an important aspect of adult education, access to the core academic subjects is also a vital part of adult learning. There seems to be a gap in the service to those adults who are needing high school courses in the evening. Having a mandate, backed by funding to offer credit courses would give a broader range to meet the needs of the community.

II. FUNDING

1. INSTRUCTOR'S GRANTS

Instructor's salaries are the largest single expense of the Further Education Councils. The instructor's wage is supplemented by grants from the provincial government which at the moment amounts to $8.00 per instructional hour. This grant has been in effect since July of 1981. Even with additional monies from tuition fees, adult educators are by no means well paid for their time and effort in class or in preparation. Increasing the grants to instructors is one way of ensuring teachers will continue to work with adults in the evening. As well, many times the calibre of the instructor is tied into the salary paid and increasing the instructors grants would enable councils to hire more qualified teachers. In order to mobolize the resources of the community, we need to provide better salary incentives.

2. MILEAGE GRANTS

In the rural areas travelling within the county to instruct a course is one of the realities. The mileage allotment of $3,000 is quickly used up when someone teaches an 8 week course that involves travel within the county. Also, bringing an instructor from elsewhere, when none is available within the district, to meet specialized needs in the community is expensive. Any increases in the mileage grants would enable Councils to move good instructors more often to where they are needed within the area.

3. CREDIT COURSES - SPECIAL GRANTS

Since it was suggested earlier in this brief that credit courses be included in the mandate of the Further Education Councils, funding must be considered. These courses, like the English as a Second Language programs which now receive $16.00/instructional hour, would need qualified professionals to instruct. Setting up a grant system that would enable payment of these professional instructors at a higher rate would be necessary.

4. ADMINISTRATIVE GRANTS

At the moment the administrative grant is set at $10,000 per year per Council. The administrative grant was increased from $7,000 to $10,000 per year in July 1981. For this amount (supplemented by administration fees charged in the tuition) the Council hires a co-ordinator, pays for supplies, typing, phone calls, staff training, etc. etc. An increase in the administrative grants would help to offset the increasing costs of administration.

In conclusion, the Barrhead and District Further Education Council feels it is important to update the fee structure for grants that help to keep lifelong learning a vital part of the community. The better the monetary incentives, the better the programs that can be offered. Also broadening the classification structure of Further Education to include credit as well as non-credit courses is seen as beneficial to members of the community.

Presented By Myrtle Wegner